

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HIST 490		Number of Credits: 4 Course credit policy (105)															
Course Full Title: Directed Studies in History: Readings Course Short Title: <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Humanities		Department (or program if no department): History															
Calendar Description: Designed for students who wish to examine a particular historical problem through the examination of scholarly sources. It will be offered either as an individual reading course or as small seminars, depending upon student and faculty interest. Note: Students interested in more information should contact the History department.																	
Prerequisites (or NONE):		Nine credits of lower-level history, one 300-level history course, and permission of the department head and dean.															
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or NONE):																	
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td></td> </tr> <tr> <td>Tutorials/workshops</td> <td>60</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar hours		Tutorials/workshops	60	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	60	Transfer Credit Transfer credit already exists: (See bctransferguide.ca .) <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit revised outline for rearticulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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		Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		Expected Frequency of Course Offerings: As needed <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>															
Department / Program Head or Director: Dr. Adrianna Bakos		Date approved: March 16, 2018															
Faculty Council approval		Date approved: April 11, 2018															
Dean/Associate VP: Dr. Jacqueline Nolte		Date approved: April 11, 2018															
Campus-Wide Consultation (CWC)		Date of posting: June 8, 2018															
Undergraduate Education Committee (UEC) approval		Date of meeting: June 15, 2018															

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Demonstrate an informed understanding of the themes, methodologies, and theories associated with the selected topic.
- Communicate in oral and written form an argument based on analysis of historical evidence.
- Critically examine primary and secondary sources

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this research-based course is by definition based on work that is new to the student.

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

1. Weekly discussion with faculty advisor.
2. Preparation of written assignments (see below).

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	There are no texts as such for the course. Students will be expected to read and comment on a substantial body of literature, some suggested by faculty, others resulting from the student's own review of the literature.	<input type="checkbox"/>		
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

None

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	50%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	%	Practicum:	%	Other:	50%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Weekly discussion with faculty advisor: 50%

(The amount of reading to be discussed each week is likely to be significantly heavier than that assigned for a regular upper-level history course.)

Review papers or journal: 50%

The written work expected of the student can take two forms:

1. Review paper: 15-20 page paper synthesizing the literature related to the chosen topic, to be handed in at the end of the semester.
2. Journal: weekly response to the ideas encountered in reading and discussion, including: synopsis of the ideas or arguments made by authors, reaction to or engagements with these ideas or arguments, questions raised in the student's mind or in discussion with the instructor about authors' ideas. To be handed in two or three times during the semester.

Typical Course Content and Topics

Readings related to the topic chosen.